

Adult/Child Interaction for Responsive Caregiving: An Annotated Bibliography

A selected listing of titles available on this topic from the
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Books

Choice Words: How Our Language Affects Children's Learning. Peter W. Johnston. (2004). Portland, ME: Stenhouse. *Choice Words* offers practical, how-to-do-it suggestions for setting up literacy activities and arranging the classroom environment. Concluding chapters bring the author's approach to life with vivid depictions of a preschool and a kindergarten classroom in action. Two appendices provide additional useful resources: reproducible sheets for conducting literacy assessments, and a primer on phonics for teachers.

Dance with Me in the Heart: The Adult's Guide to great Infant-Parent Relationships. Pennie Brownlee. (2010). Auckland, NZ: New Zealand Playcentre Federation. Successful intimate relationships are a doorway to health and happiness for human-beings. Not surprisingly, that first relationship with their parents that new babies make sets the scene for every other relationship that follows. The quality of this first relationship determines how the brain physically "wires up" the potential the new infant brings into the world and is the launching pad for the baby as a social being.

Essential Touch: Meeting the Needs of Young Children. Frances M. Carlson. (2006). Washington, DC: National Association for the Education of Young Children. Some early childhood programs have adopted no-touch policies, and others allow only a very minimal level of physical contact between teachers and children. Yet touch is as necessary as food or water for young children to thrive and grow physically, cognitively, socially, and emotionally. Experiences of touch in all its forms—whether nurturing touch from adults, tactile explorations of the environment, or physical interactions with peers—are essential to high-quality early care and education. From this book, practitioners will learn just why touch is essential in young children's development and how it can be incorporated safely in early childhood settings, from the infant program to the primary classroom.

Extending the Dance in Infant and Toddler Caregiving: Enhancing Attachment and Relationships. Helen H. Raikes, Carolyn Pope Edwards. (2009). Baltimore: Brookes. Secure attachment between child and parent is one of the most important factors in early learning and development, and infant/toddler teachers are the critical third partner in this relationship dance. *Extending the Dance in Infant and Toddler Caregiving* provides an in-depth blueprint for establishing and maintaining a relationship-based early childhood program that promotes young children's optimal development. This warm and practical resource will help caregivers develop nurturing relationships with young children while also strengthening parent-child attachment.

From Lullabies to Literature: Stories in the Lives of Infants and Toddlers. Jennifer Birckmayer, Anne Kennday, Anne Stonehouse. (2008). Washington, DC: National Association for the Education of Young Children. The ability to use language is a culmination of experiences with language that begin at birth. Sharing stories, conversations, songs, poems, and rhymes with infants and toddlers is critical to building their emergent literacy skills. It expands their understanding of the world and prompts positive interactions with adults and other children, fostering social development. *From Lullabies to Literature* explains how the many types of stories and story experiences are best used with very young children, with a particular focus on using books, and how teachers can plan and provide story experiences most effectively, including by partnering with families.

A Matter of Trust: Connecting Teachers and Learners in the Early Childhood Classroom. Carollee Howes and Sharon Ritchie. (2002). New York: Teachers College Press. Increasingly, teachers report that the young children who enter their classrooms are difficult to manage. This perception is supported by alarming statistics on the number of children growing up in difficult life circumstances. In this volume, the authors draw on their experiences as a developmental psychologist and as a teacher educator to provide ways for teachers to create positive child-teacher relationships and classroom climates.

Powerful Interactions: How to Connect with Children to Extend Their Learning. Amy Laura Dombro, Judy Jablon, and Charlotte Stetson. (2011). Washington, DC: National Association for the Education of Young Children. Teachers interact with the children all day long; it's how the warm and responsive relationships in which young children learn best are built. But interactions in which teachers intentionally promote learning can be few and far between. A powerful interaction may last only a few minutes, but in that time the teacher tunes out any distractions, tunes into the child, and then presents a learning experience tailored to that child at that moment. Written by the authors of *The Power of Observation*, this book will guide you through these three steps of a Powerful Interaction (Be Present, Connect, Extend Learning) in a series of self-guided lessons enlivened with tips, hints, invitations to reflect, and vignettes.

Relationships—the Heart of Quality Child Care: Creating Community among Adults in Early Childhood Settings. Amy Baker and Lynn Manfredi-Pettit. (2004). Washington, DC: National Association for the Education of Young Children. When adult connections are caring and strong, parents, caregivers, and directors are empowered to work together to help children thrive. This important book, based on extensive observations and interviews in child care settings around the country, challenges a number of assumptions and practices commonplace in center care and makes a strong case for relationship-based child care. Passionate and persuasive, the authors detail the understandings and attitudes that support such care, as well as the strategies and policies necessary to bring it about.

Second Home: A Day in the Life of a Model Early Childhood Program. Claire Bainer, and Liisa B. Hale. (2007). St. Paul, MN: Redleaf Press. Learn how to replicate a thoughtfully designed, developmentally appropriate learning environment—one in which young children are engaged in responsive, nurturing relationships with caregivers and peers. *Second Home* offers an intimate account of a typical day in such a setting. Age-specific chapters describe children's interactions with teachers and peers and the teachers' roles in creating a rich, harmonious environment for play. This book includes a DVD of on-site vignettes that illustrate the teaching concepts presented.

Secure Relationships. Alice Sterling Honig. (2002). Washington, DC: National Association for the Education of Young Children. *Secure Relationships* distills key points needed in understanding and building attachment between young children and the people who care for them. It focuses on ways to give loving, responsive, and consistent care, and why such care is essential for healthy adjustment and relationship building in childhood.

Skilled Dialogue. Isaura Barrera. (2003). Baltimore, MD: Brookes. This book teaches practitioners how to use *Skilled Dialogue*—a field-tested model for respectful, reciprocal, and responsive interaction that honors cultural beliefs and values—to improve their relationships with the children and families they serve and better address developmental and educational goals.

Supporting Young Learners 3: Ideas for Child Care Providers and Teachers. Nancy Altman Brickman. (2001). Ypsilanti, MI: HighScope Press. Supporting Young Learners 3 offers practical advice on the HighScope approach to working with young children from birth through elementary school age. It includes information on supportive adult-child interaction, materials, and environments for active learners, daily routine, key experiences, collaborating with parents, assessment, and staff development.

DVDs

Attachment Relationships: Nurturing Healthy Bonds. Attachment is the ability to form and maintain healthy relationships. Follow the journey from prenatal bonding to a baby's phases of attachment from birth to age two. Study founding theorists John Bowlby and Mary Ainsworth, and see examples of how parents and caregivers can foster healthy attachment relationships. Attentive, responsive, and loving care given by a baby's primary caregiver sets the foundation for a child's capacity to form these relationships throughout life. Produced and distributed by Learning Seed, Chicago. 29 minutes, 2010.

First Moves: Welcoming a Child to a New Caregiving Setting. Concepts from research and field experience are presented to help ease a child into a new care setting by using time, space, indirect contact, and reading the child's cues. The influence of the child's developmental level and the crucial role of the parent in the separation process are discussed. Produced and distributed by the California State Department of Education. 27 minutes. 1988.

Getting in Tune: Creating Nurturing Environments for Infants and Toddlers. This video emphasizes the importance of responsive care giving, and explores a process for studying child development and temperamental differences in infants and toddlers; learning about children's families and their cultures; developing self-awareness; and mastering the responsive process of watch, ask, and adapt. Produced and distributed by the California State Department of Education. 24 minutes. 1990.

HighScope Approach for Under Threes. This video has been produced primarily for participants of the HighScope Curriculum Implementation Course for those working with children under three years of age. A general audience will also find it to be a useful introduction to many aspects of the HighScope approach for children under three. The video is presented in 8 sections: Introduction to HighScope; the Learning Environment; Choosing and Doing; Adult Child Interaction, Part 1: Supportive Styles of Interaction; Adult/Child Interaction, Part 2: Effective Communication; Adult/Child Interaction, Part 3: Social Conflict; Key Experiences; Conclusion. Produced and distributed by HighScope Press, 67 minutes. 1999.

HighScope for Children with Special Needs: A Developmental Approach. *HighScope for Children with Special Needs* illustrates how the five fundamental HighScope principles—active learning, supportive adult-child interaction, a stimulating learning environment, a consistent daily routine, and authentic assessment—enable children with special needs to be eager, successful learners in preschool classrooms where they work alongside typically developing children. In sequences from several inclusive settings,

HighScope teachers model the process of incorporating key learning experiences and IEP goals within the daily routine. By observing and documenting what children can do, teachers plan authentic classroom activities that are more effective than narrow drill-and-practice. Produced and distributed by the HighScope Educational Research Foundation. 60 minutes. 2005.

How Adults Support Children at Planning Time. See how adults support children during planning time in the HighScope demonstration preschool. Among the strategies demonstrated: how to engage a group of children in the planning process; how to encourage children to make their plans as complete as possible; and how to converse with both verbal and nonverbal planners. Produced and distributed by HighScope Press. 19 minutes. 1997.

How Adults Support Children in Recall Time. See how adults support children during recall time in the HighScope demonstration preschool. Among the strategies demonstrated: how to provide materials and experiences to maintain children's interests; how to talk with individual children about their work time experiences; and how to anticipate changes in the way children recall over time. Produced and distributed by HighScope Press. 19 minutes. 1997.

How Adults Support Children at Work Time. See how adults support children during work time in the HighScope demonstration preschool. Strategies demonstrated include how to check the status of children's plans; how to observe children's interactions; how to participate appropriately in children's play; and how to converse with children as they play. Produced and distributed by HighScope Press. 25 minutes. 1997.

It's Not Just Routine—Feeding, Diapering, and Napping Infants and Toddlers. Caregiving routines are presented from the infant's perspective. Appropriate health, safety, and environmental practices for feeding, diapering, and napping are demonstrated. The video emphasizes that such routines are opportunities for individualized, responsive care giving that can facilitate a child's development. Produced and distributed by the California State Department of Education. 24 minutes. 1990.

Pediatric Brain Development. This research-based segment is from the ABC News Program, *Primetime Live*. The DVD discusses the importance of stimulating your child's brain. Reading to an infant stimulates the brain and actually creates physical change. Talk to your baby, engage, be descriptive, seek attentive child care; these activities will sprout rich connections in the brain, which will affect human potential. Research has also shown that music creates a change in the brains of toddlers and helps develop pathways in learning to read and learn languages. Produced by ABC News and distributed by United Learning. 17 minutes. 1995. (This program had been available in video format under the title of *Your Child's Brain*.)

Space to Grow: Creating a Child Care Environment for Infants and Toddlers. The powerful influence of the environment on infants and toddlers is described. Very young infants are limited in their ability to move away from an environment or to change one to their liking. This video demonstrates eight qualities for caregivers to consider when planning an environment for the care of infants and toddlers: health, safety, comfort, convenience, child size, flexibility, movement, and choice. Produced and distributed by the California State Department of Education, 22 minutes. 1988.

Touchpoints, Volume 1: Pregnancy, Birth, and First Four Weeks of Life. This video covers pregnancy, delivery, birth, and the first four weeks. It includes newborn assessment and attachment, crying, calming, and becoming a family. A segment on a couple waiting for a child to adopt is also shown. Produced by Pipher Films, Inc. Distributed by Goodtimes Home Video in cooperation with Fisher-Price, 58 minutes. 1991.